



**The Working Teachers
Program/S-Cubed at
Springfield College**

**SPRINGFIELD
COLLEGE**



The Working Teachers Program/ S-Cubed at Springfield College

The **Working Teachers Program/S-Cubed** at Springfield College prepares outstanding teachers who inspire, empower, and challenge their students.

S-Cubed is a subset of the **Working Teachers Program**. Specifically, S-Cubed is a collaboration between Springfield College and the Springfield Public Schools and enrolls teachers on waivers or those holding a provisional license in the fields of moderate disabilities, science, or mathematics **who are teachers of record in the role of their license** in a Springfield public school that has been identified as in need of comprehensive support and improvement by the Massachusetts Department of Elementary and Secondary Education.

Upon completion of the Working Teachers Program/S-Cubed, you will be highly effective and committed to teaching in underperforming schools. You will be an agent of change equipped to elevate your school out of underperforming status. You will have formed a long-lasting professional learning community, and you will continue to collaborate with other cohort members throughout your careers. You will become a member of a cadre of devoted teachers who will help to produce consistency in schools, resulting in student academic, social, and emotional growth.

Approved by the Massachusetts Department of Elementary and Secondary Education (DESE), our program for working teachers provides coursework innovated to meet the needs of today's teachers and students. Teaching experience, web-enhanced content, after-school seminars, on-site visits from professors, and full-day workshops, **the Working Teachers Program/S-Cubed is designed for teachers to receive their post-baccalaureate initial teaching license in just one year.**

Each year our Working Teachers Program/S-Cubed enrolls a cohort of current and aspiring teachers who are supported by Springfield College supervisors, on-site coaches, a leadership team, advisory council, and a strong cohort model **as they work to complete the 24-credit program in just 12 months. These 24 credits are available at a reduced tuition rate.**

Many of our students don't stop there. They are eligible to continue on in the three additional courses required to earn a Master of Education degree (MEd) at Springfield College, also at a special reduced tuition rate (approximately 40 percent).

As a bonus, graduates of the Working Teachers Program/S-Cubed may be eligible to apply for the Teacher Loan Forgiveness Program.

To be considered for the Working Teachers Program/S-Cubed, candidates must meet the following requirements:

Required

- Be employed as a teacher, commit to taking on a year-long student teaching placement, or serve as an AmeriCorps member

Preferred

- Hold a valid and current provisional teaching license or have passed all required state tests for educator licensure for a provisional license

Note: You must pass all MTEs to initiate the practicum. (You may begin the program in the non-licensure track prior to completing all MTEs.)

Visit springfield.edu/gradededucation for more information.

We look forward to communicating with you soon.

What makes the Working Teachers Program/S-Cubed unique?

We're happy to share.

All coursework and class assignments are based on each teacher's own classroom, making his or her learning experience **authentic and practical**.

The rigorous curriculum developed jointly by Springfield College and Springfield Public Schools educators was designed in response to the needs of the Springfield Public School district and changes in the Massachusetts Department of Elementary and Secondary Education regulations. In addition to ensuring all cohort teachers have the appropriate content knowledge, the following is included in the Working Teachers Program/S-Cubed coursework:

- Massachusetts Educator Evaluation System standards, indicators, elements, and assessments of student learning—specifically all coursework and assignments—are aligned to the *Springfield Effective Educator Development System* (SEEDS).
- Special attention is given to Massachusetts Curriculum Frameworks, S.M.A.R.T goals, multiple measures of assessment, and data analysis and its use to improve instruction and student learning.
- Literacy has been embedded throughout the coursework, and there is delivery of content for Sheltered English Immersion (SEI) endorsement.
- Augmentative and assistive technologies are a part of the coursework.
- Behavior management is taught throughout the year through classes, seminars, and one-on-one support from professors.

The delivery of the coursework is unique.

- Designed for flexibility, the Working Teachers Program/S-Cubed accommodates a teacher's schedule. Classes are held on Wednesdays after school hours and on Saturdays throughout the academic year.
- A Professional Learning Community within the cohort enhances professional collaboration and growth.
- All classes are web-enhanced and include responding to journal prompts in a virtual classroom.
- After earning 24 credits you're eligible for initial licensure. From there, you can achieve your master's degree with just eight more credits.

The Working Teachers Program/S-Cubed offers a comprehensive system of support.

- Springfield College supervisors will supervise and support groups through classroom visits and observations, and online journaling. Periodic training and reflection are provided for the supervisors.
- On-site coaches are in the schools to coach cohort teachers within their buildings. Periodic training and reflection is provided for the on-site coaches.
- Springfield College professors in the program conduct classroom visits, are available for extra support, and correspond weekly with their Professional Learning Communities via a virtual classroom.

Springfield College is committed to developing highly effective teacher-leaders for Springfield Public Schools and other area schools. The Working Teachers Program/S-Cubed is so unique and innovative that you will be excited about improving your teaching and professional growth.

The goal of the Working Teachers Program/S-Cubed is to be one of the best residency programs in the nation, one that prepares and supports teachers by nurturing and training them while they are teaching. As a cohort member, you will practice tomorrow what you learned today, and your success will lead to dedicated teaching, student success, and sustained school improvement.



Course of Study: 24 credits (Note: The curriculum is subject to change.)

Summer Term

EDUC 640 Behavior Management for School Age Children (three credits)

This class will be taught in August at a date to be determined and will prepare cohort teachers for the first days of school, orientation to the College, and use of the Moodle Virtual Classroom. This course presents methods and theory on behavior management issues in today's classrooms and the risk factors that influence anti-social behavior. Participants learn how to develop a trauma-sensitive environment that comprises a multi-modal approach to behavior management that includes de-escalation techniques, classroom design and management strategies, cognitive restructuring, social skills instruction, community and family involvement, establishing routines, limits, and anchor points and crisis intervention. An emphasis is placed on applied research and practical application.

Fall and Spring Terms

PRACTICUM WITH SEMINAR

The practicum is a yearlong requirement. Students begin the practicum in the fall and register for the three practicum credits in the spring.

Working Teachers Program and S-Cubed cohort teachers attend a seminar every other week and will discuss ongoing issues, provide support for cohort teachers, and discuss Candidate Assessment of Performance (CAP) elements.

PRACTICUM

Choose one of the following (three credits, see course catalog for description):

EDUC 662 Teacher of Students with Moderate Disabilities Practicum

EDUC 668 Elementary Practicum

EDUC 663 Middle School Practicum

EDUC 664 High School Practicum

EDUC 667 Early Childhood Practicum PK-K (1 credit)

EDUC 669 Early Childhood Practicum (2 credits)

Fall Term

METHODS COURSE

Choose one of the following for your discipline (three credits):

EDUC 686 Mathematics Curriculum Development and Implementation for Secondary Education (For Mathematics Candidates)

The theoretical emphasis of this course focuses on current cognitive learning theory and differentiated instructional strategies for use in curriculum planning and assessment in a secondary mathematics classroom. The practical emphasis focuses on when and how to implement these strategies to support the academic development of all students.

EDUC 673 Teaching Exceptional Learners: Advanced Practices and Methods (For Moderate Disabilities and Early Childhood Education Candidates)

This course prepares teachers to evidence-based practices to support students with moderate disabilities in achieving meaningful access to the general curriculum. This discussion includes environmental considerations, assistive technology, transition planning, and differential instructional planning to meet the needs of learners. Emphasis is placed on embedding elements of the IEP (goals and accommodations) in lessons and teaching academic, social, and behavioral skills to diverse learners.

EDUC 685 Secondary Methods, Assessment and Pre-Practicum

This course deepens students' understanding of teaching and learning at the secondary level. The theoretical emphasis of the class focuses on learning and learning style theories. The practical emphasis focuses on when and how to implement specific teaching and assessment strategies to support the academic development of all students. The course includes a 45-hour pre-practicum.

EDUC 652 Elementary Curriculum Development and Implementation

This course, taken concurrently with a pre-practicum, presents students with an integrated approach to the teaching of social studies, science, and mathematics for the elementary school classroom. The course emphasizes the application of the Massachusetts Curriculum Frameworks and national standards. Current cognitive learning theory and instructional strategies are emphasized in the planning, instruction, and assessment of curriculum.

FALL SEMESTER ADDITIONAL FALL COURSES

EDUC 658 Exceptional Learners: Context, Characteristics, and Legal Considerations (three credits)

This course provides an overview of the foundations of special education. State and federal legislation that regulate special education services provide a framework for exploring the development of appropriate educational programming for learners with exceptionalities. Characteristics of learners with exceptionalities and related evidence-based practices are discussed. The course content includes an examination of Universal Design for Learning, assistive technology, transition planning, and collaboration in the context of special education.

EDUC 627 Teaching and Assessing Literacy across Content Areas (three credits)

Reading, writing, listening, and speaking are integral to a balanced approach to teaching literacy across content areas. Through readings, online assignments, and applications to classroom teaching, students analyze reading theory, research, and practice. Topics include first and second language acquisition, differentiated instruction for a variety of learning styles and abilities, components of a balanced literacy program, strategies for integrating literacy instruction across content areas, and assessment and evaluation including the IEP process.

Spring Term

EDUC 642 Assessment, Interpretation and Planning in Special Education (three credits)

Theories, concepts, and methods of assessing physical, emotional, behavioral, academic, intellectual, and social development are discussed, with a specific focus on interpretation of results and data. The course also explores the process of developing and monitoring IEP goals and objectives/benchmarks. Assessing student needs related to assistive technology, current trends in assessment, information regarding collaboration with related service providers, and services provided by other agencies are discussed.

EDUC 628 Sheltered English Immersion Instruction Across the Curriculum (three credits)

The purposes of the course are to convey (1) the world of ELL and their teachers, (2) the impact of Second Language Acquisition (SLA) in the classroom, and (3) teaching academic language and sheltering content across the curriculum. Strategies will be modeled, practiced, and evaluated for use in the classroom from early childhood, elementary, middle school, to secondary level teaching. This course includes a pre-practicum (practicum equivalent) component in which students work in SEI educational settings to practice strategies introduced in class.

EDUC 635 Engaging Families and Communities in Education (three credits)

This course addresses the development of culturally relevant practices for engaging families and communities in education. The course will include research on forms of engagement and effective communication strategies, means for supporting the home-school connection, and approaches to building community partnerships. This hybrid course will integrate the use of online assignments, readings, videos, as well as in class discussions.

Additional courses to qualify for a Master of Education (MEd)

Eight credits required

Fall Term

RSCH 610 Foundations and Methods of Research (three credits)

This course emphasizes the search for truth and the ways in which this search is conducted. It includes the identification and delineation of research problems, survey of related literature, detailed examination of different research methods, and basic descriptive and inferential statistical coverage. Attention is given to the presentation of research results in acceptable form. Required of all master's degree students.

A proposal design course (two-three credits)

Spring Term

EDUC 626 Education Research Project (two-three credits)

This course builds on the research foundation established in RSCH 610 Foundations and Methods of Research, and specifically addresses educational research, including various qualitative methodologies (e.g., case study, observation, interviews, ethnography), with a focus on applied research methodology practical for educational settings (K-12 classrooms and schools, adult education, professional development, and other educational settings). Interpretation of research and its impact on professional practice are also studied. Students will design, conduct, analyze, and present a research project.

Tuition rates listed on this document are for the 2019-20 academic year.

The Working Teacher's Initial Licensure Program is a post-baccalaureate program that includes 24 graduate credits. Upon successful completion of this one-year program, you will be eligible for Massachusetts Department of Elementary and Secondary Education Initial Licensure and endorsement for Sheltered English Immersion.

Tuition for the Working Teachers Program will be offered by Springfield College at a special working teacher rate.

It is expected that the cost of tuition and fees for each teacher candidate will be approximately \$15,840.

Payment for each of the eight courses will be due after registration and prior to the start of classes.

If a teacher candidate qualifies for the S-Cubed program offered through the Springfield Public School District, the district will pay \$2,000 toward your tuition costs for the fall semester and \$3,000 toward your tuition costs for the spring semester, reducing your tuition to approximately \$10,840.

Breakdown of tuition costs:

Prices listed below are estimated and subject to change.

CREDITS	SEMESTER	WTP RATE	S-CUBED RATE
3	Summer 2019	\$1,980	\$1,980
9	Fall 2019	\$5,940	\$3,940
9	Spring 2020	\$5,940	\$2,940
3	Year-long practicum credits added in the spring semester	\$1,980	\$1,980
24		\$15,840	\$10,840

ADDITIONAL EXPENSES

Prices listed below are estimated.

Application fee for Graduate Students	\$50
Textbooks	\$150-\$250
Parking Fee	\$25

Once the S-Cubed Program has been successfully completed, each cohort member will have the option to take three additional courses at the special working teacher's tuition rate to meet the eight remaining required credits to complete a Springfield College Master of Education (MEd) or Certificate of Advanced Graduate Study (CAGS). **The approximate cost of the remaining courses for this advanced degree will be \$5,280.**

The total cost of the licensure preparation program and advanced degree (MEd or CAGS) at Springfield College is approximately \$34,336 compared to the Working Teachers Program special rate at Springfield College, which is \$21,120 (\$15,840 + \$5,280) and the S-Cubed special rate at Springfield College, which is \$16,120 (\$10,840 + \$5,280).

If you are interested in getting on a payment plan, contact the Business Office at (413) 748-3183.

If interested in a Federal Direct Student Loan, please contact the Office of Financial Aid at (413) 748-3108.

Note: You may be eligible for the Federal Direct Student Loan Forgiveness Program for Teachers after five years of teaching.

S-Cubed/Working Teachers Program

Ready. Set. Apply.

It's simple and there are two ways to do it.

1. **Online:** springfield.edu/gradadmissions
2. **Mail:** Print out the application from springfield.edu/gradadmissions and mail it to:
Springfield College
Office of Graduate Admissions
263 Alden Street
Springfield, MA 01109

Questions? Email us at graduate@springfield.edu.

After you've applied, follow these steps to complete your application.

1. Submit your Personal Statement and Resume
2. Official College Transcript(s)
3. Letters of Recommendation

If you are employed in the Springfield Public Schools, the following are required forms/letters:

- Signed principal recommendation form
- Signed educator graduate coordinator recommendation form
- Signed letter of recommendation from a previous or current college professor or school-based supervisor

*If you are **not** employed in the Springfield Public Schools, the following are required forms/letters:*

- Signed principal recommendation form (if employed in a school)
 - Signed educator graduate coordinator recommendation form
 - Signed letter(s) of recommendation from a previous or current college professor or school-based supervisor
4. Completed Transcript Review Form
Available at springfield.edu/educator-prep-and-licensure/graduate-faqs
 5. In addition, if employed in the Springfield Public Schools and pursuing a math, science, or special education license, complete the S-Cubed application for admission and the top portion of the Springfield Public Schools approval form.

If Applicable:

- Copy of your last educator evaluation and your current professional growth plan
- Copy of teaching license
- Copy of results from state teacher licensure tests

Please note that transcripts and letters of recommendation (directly from the source) may also be emailed to graduate@springfield.edu.

If you're an international student from a country where English is not the official language, you'll need to submit TOEFL or IELTS scores. Learn more about being an international applicant at springfield.edu/international.

Founded in 1885, Springfield College is known worldwide for the guiding principles of its Humanics philosophy—educating students in spirit, mind, and body for leadership in service to others. With its foundation of academic excellence and rich athletic heritage, Springfield College prepares students with real-world leadership skills for careers that transform lives and communities. The College offers a range of undergraduate and graduate degree programs in the fields of health sciences, human and social services, sport management and movement studies, education, business, and the arts and sciences. It also offers doctoral programs in physical education, physical therapy, and counseling psychology.

The college is ranked in the 2019 edition of “Best Colleges” in the top tier of “Best Regional Universities—North Region” by *U.S. News & World Report*, and is ranked one of the top 19 in the North Region of the *U.S. News Best Values* report. It is also designated as a premier Leadership Development Center by the YMCA of the USA. Nearly 5,000 traditional, nontraditional, and international students study at its main campus in Springfield, Mass., and at regional campuses throughout the country.

Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities.

